

Catholic Education

Today



CATHOLIC
EDUCATION
MELBOURNE



Keeping the
light of Christ

TERM 2, 2020

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REMOTE LEARNING

4 INTERRELIGIOUS
CULTURE

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WHO NEED IT

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ARCHDIOCESE

Pandemic

Excerpt taken from a poem by Lynn Ungar
(11 March 2020)

Know that we are connected
in ways that are terrifying and beautiful.
(You could hardly deny it now.)
Know that our lives
are in one another's hands.
(Surely, that has come clear.)
Do not reach out your hands.
Reach out your heart.
Reach out your words.
Reach out all the tendrils
of compassion that move, invisibly,
where we cannot touch.



**CATHOLIC
EDUCATION
MELBOURNE**

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Cover image: The choir from St Pius X School, Heidelberg West,
at the launch of the 'Make Your School Slavery-free' resource at
Academy of Mary Immaculate, Fitzroy.



@CEMelbourne

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views and discussion designed for parents.

Editorial

Welcome to the second edition of *Catholic Education Today* for 2020. Term 2 will be different for us all, as we have transitioned to flexible and remote learning to support government measures to limit the spread of coronavirus. These measures will prevent us from coming together physically as school communities during the term.

However, as Archbishop Peter has said, the teaching of Jesus shows that even when we are personally or socially isolated, we can remain spiritually and pastorally together.

This term, you are encouraged to work on your spiritual togetherness as a school community. Find creative ways of reaching out to members of your community who might be frightened or worried. Get digital in building bridges of care and concern towards those who are at risk and vulnerable.

Pray for the ill and for those family members and medical professionals who are caring for them. Safety remains important, but please do not forget outreach and the responsibility we have to the wellbeing of our community.

Fee relief

Catholic Education Melbourne has, with the other Victorian diocese education offices, announced fee relief for families financially impacted by coronavirus.

Our Catholic values ask us to consider how we can support people experiencing disadvantage, which is why our schools will support their communities with school fee relief during this challenging time.

Any parents or guardians who have been impacted financially by the coronavirus pandemic are encouraged to contact their school to discuss how it can help with fee support.

Fee relief is also available through the Concessional School Fees Policy for Primary Schools. A comprehensive article on fee relief has been included in this edition of *Catholic Education Today*.

Remote learning

Our teachers and principals have been working hard over the last few weeks to make the transition to remote learning a success.

Catholic schools are well-prepared to make this transition, particularly because our parents and guardians are already partners with our schools in providing a high-quality Catholic education. This partnership will become deeper over the coming weeks of Term 2.

We are going to learn a lot over the course of this term. Some things will go well, while others won't work quite the way we intended. Both will be important sources of learning.

Your commitment to and participation in your child's education are greatly appreciated by everyone involved in Catholic education. ✦

Making a successful transition to flexible and remote learning

Catholic schools have transitioned to flexible and remote learning arrangements in Term 2 to assist efforts to limit the spread of coronavirus (COVID-19).

According to Victorian Chief Health Officer Dr Brett Sutton, 'by having remote learning, it can contribute to physical distancing and therefore supports efforts to drive transmission down'.

Schools have worked very hard to make the transition as easy as possible for students and parents, with teachers responding quickly and demonstrating a commitment to the continuity of a Catholic education in the home.

However, the culture, routine and motivation provided by schools and teachers can be challenging for parents to recreate at home.

Tips for keeping children learning at home

Thankfully, there are a lot of resources and strategies available to help make the transition a successful one, such as these three simple tips:

1. Establish a daily routine

Support your children to maintain a routine while at home. This will be different depending on their age, but keeping children to a predictable routine will reduce anxiety. The daily schedule should include a balance of academic, creative, physical and social activities with clear expectations for time spent on education and leisure.

2. Stay connected

During this time of social distancing, it is even more important for students to stay connected to their friends. Consider how you might provide opportunities for children to maintain their social connections. For example, encourage them to connect with peers during their recess and lunch breaks, just as they would at school.

3. Stay active

Children spend a lot of time moving around at school, so it's important to ensure that they are still engaging in activities they enjoy while they're at home. Physical activity should continue, whether through home-based exercise or outside the home, such as riding a bike or walking, where permitted.



Our Community by Avi Kaur,
Year 2, St Pius X School,
Heidelberg West.

Resources for parents and guardians

Many organisations have published resources to help guide parents and guardians.

Catholic Education Melbourne has a webpage for parents with information on the home/school learning connection, faith development, and social and emotional learning: www.cem.edu.au/Our-Schools/Parents-as-Partners/Learning.aspx.

The **Victorian Department of Education and Training** has published advice on supporting children, setting up a routine and checking on their progress. The information is available at www.education.vic.gov.au/parents/learning/Pages/home-learning-supporting-child.aspx.

The **Australian Department of Education, Skills and Employment** has created a Student Wellbeing Hub, with coronavirus resources for educators, parents and students. The Hub also has general advice that can help you manage wellbeing issues that might impact learning. Resources are available from <https://studentwellbeinghub.edu.au/parents/>.

The best sources of advice and support for flexible and remote learning are your school and your children's teachers. It is important to follow the guidance provided by your school, and to stay connected to the materials and learning the school is providing. †

“During this time of social distancing, it is even more important for students to stay connected to their friends.”



Interreligious culture in our schools

A new sociological study by some of Australia's leading universities looked at the religious literacy of Australia's Gen Z teens (AGZ) and found that students in Catholic schools are more likely to have positive views about religious diversity, and less likely to perpetuate harmful stereotypes about religious minorities.

Artwork used with permission.

As published [online](#) in the *Journal of Beliefs & Values* (December 2019), the three-year AGZ research project collected student voices from Catholic, private and government schools across three states, using 12 focus groups with a total of 94 students and an online survey of 1,200 students, which also involved some follow-up interviews.

According to the AGZ research, the reason that Catholic students have more positive views is that they have received both general and specific religious education. This means that they have learned about Catholicism specifically, as well as other religious traditions and non-religious worldviews, all in dialogue with their own emerging – and now educated – views.

A great example of this is the Building Bridges interfaith dialogue program that Year 10 students at **Emmaus College, Vermont South**, have the opportunity to experience. Anne McLachlan, Director of Religious Education in Faith, explains that the college participates in this program because it provides students with 'the opportunity to have conversations and to share a meal with other students from other denominations, from Islamic schools as well as Jewish students. It helps to break down some of those stereotypes and to get an understanding of what it is to walk in someone else's shoes, to ask questions and to have some of their own assumptions tested in a very positive and safe environment'.

As noted by the AGZ research and a recent [article](#) in *The Sunday Age*, religious education programs that build religious literacy as offered at Emmaus College and other Catholic primary and secondary schools are modelling for the education sector and for society more broadly. They show how to dispel harmful stereotypes and build positivity and openness in young people, who in turn transform society.

But why are Catholic schools so good at this? The call to go out and meet the other is a strong theme of the Catholic tradition. As Pope Francis said in his October 2013 [speech](#) to the Pontifical Council for Promoting the New Evangelisation, 'every Christian is called to go out to meet others, to dialogue with those who do not think as we do, with those who have another faith or who have no faith. To encounter all, because for what we all share in common is that we were created in the image and likeness of God. We can go out to everyone without fear'.



Antonine College, Pascoe Vale South

“
 Every Christian is called to go out to meet others, to dialogue with those who do not think as we do, with those who have another faith or who have no faith. To encounter all, because for what we all share in common is that we were created in the image and likeness of God. We can go out to everyone without fear.
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For John McNerney, Deputy Principal Faith and Mission at **Our Lady of Sion College, Box Hill**, building religious literacy is an expression of the school charism which ‘permeates all we say and do in our practice. We welcome students from all cultures and faiths and, through dialogue, we educate an appreciation of all faiths to enrich ourselves by the differences that so often seem to separate us’. These sentiments and those of Pope Francis are echoed by the students themselves. Izzy, a Year 11 student at Our Lady of Sion College said, ‘through what we learn in RE, we get an understanding that we live in a diverse culture and we deepen our knowledge of how to be a community’. Her classmate Bess added poignantly, ‘how can you come to a Catholic school which teaches us to love one another and not be willing to understand who the “other” is?’ Fair question and one that, as noted above, the Pope would agree with.

Our primary schools are also modelling a future full of hope. In a video on the [website](#) of **Mother Theresa School, Mt Ridley**, students share an experience of visiting the Sikh temple of one of their classmates: ‘We went and visited the Sikh temple and we made discoveries on how the two faiths are different, but we also looked at the similarities and uncovered new layers of meaning to our faith.’

Principal Christopher Reed ‘encourages children to dialogue with one another, to discover things about the faith understandings of one another and in dialogue with the Catholic faith’. At Mother Theresa School, ‘children have the opportunity to have a voice and to express their ideas ... to hear the stories of others, the faith stories and the non-faith stories of other people, to gain a deeper understanding of the multiplicity of voices within our wider community, within our school and within the Australian context, which is culturally enriched and which is diverse in terms of its faith beliefs’.

In these instances and in so many others, Catholic schools are modelling an open and inclusive community even from within their four walls – to say nothing of the many ways that Catholic schools go out to meet and welcome religious minorities. By doing so, Catholic schools are shaping society, making it more open, positive and inclusive of minorities, and less dominated by fear. As the AGZ study shows, Catholic schools are leading the way for the rest of the education sector, which they argue ‘must evolve to better reflect the “real religious landscape” and especially the lived experiences of superdiverse Gen Z teens’. As in every truly Catholic endeavour, our leadership in this space is not for the purpose of winning, but is an act of service and prophecy intended to enrich our common humanity. †

2020 National Catholic Education Conference

CONFERENCE POSTPONED

The 2020 National Catholic Education Conference is postponed due to unprecedented restrictions on travel and other factors that will significantly impact the likely attendance of many conference delegates, speakers, sponsors and exhibitors during 2020.

On behalf of the organisers, thank you for your patience and understanding during these rapidly evolving and very challenging times. We look forward to your continuing support and to seeing you in Melbourne in the future!



2020 NATIONAL CATHOLIC EDUCATION CONFERENCE

The future is listening

MELBOURNE • 6-9 SEPT 2020

Listen to what the spirit is saying.

Rev 2: 7

Help for those who need it

Catholic schools were founded to proclaim Jesus' message of God's love for all.

The Gospel asks us as Catholics to 'bring Good News to the poor' (Luke 4:18), which as followers of Christ challenges us to make a preferential option for the poor.

The Church's preferential option requires Catholics to create conditions for marginalised voices to be heard, to defend the defenceless, and to assess policies and institutions in terms of their impact on the poor.

As such, each Catholic must make a choice to lift up the poor and disadvantaged in very real and concrete ways.

Central to the mission is that a Catholic education is accessible to everyone.

Providing an accessible education calls Catholic school communities to creatively respond to the needs of diverse groups, with special attention to those who are the most vulnerable, in particular the socioeconomically disadvantaged.

This is particularly important at times of trauma and disaster, which we have experienced recently in the areas devastated by bushfires and as we live through the coronavirus (COVID-19) pandemic.

To support families impacted by coronavirus, our schools have contacted parents and guardians to offer fast, flexible and confidential fee relief or other financial support arrangements.

These arrangements are temporary measures in response to the pandemic.

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To support families impacted by coronavirus, our schools have contacted parents and guardians to offer fast, flexible and confidential fee relief or other financial support arrangements.
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Concessional fees policy for primary schools

Catholic primary schools will continue to offer financial support to families through the development of the Concessional School Fees Policy for Primary Schools.

The concessional school fees policy outlines the process by which schools will provide fee concessions to the families of Catholic primary school students experiencing financial hardship that would otherwise prevent their children from receiving a Catholic education.

Families have always been able to turn to their school for help, but the policy will ensure a consistent approach across all schools in the application of fee concessions.

While the policy does have eligibility criteria, if you feel that you need additional help with fees or other educational costs, please contact your school to discuss.

Church agencies supporting school communities

Other Catholic agencies are also able to support families that need additional help during this challenging time.

The **St Vincent de Paul Society** is continuing to provide most of its services, including counselling, emergency accommodation, physical and digital visitations, and disability services.

Anyone in need of support from Vinnies can call **1800 305 330** or email info@svdp-vic.org.au.

Catholic Super can provide financial planning services and superannuation advice, and can be contacted on **1300 655 002** or info@csf.com.au.

Offering a range of programs and services that aim to build and strengthen relationships, **CatholicCare** can help with counselling, family dispute resolution, wellbeing support and pastoral services.

CatholicCare is available on **03 9287 5555** or via www.ccam.org.au.

Make your school slavery-free

A new resource, 'Make Your School Slavery-free', developed as a joint initiative between Catholic Education Melbourne, the Catholic Archdiocese of Melbourne and ACRATH (Australian Catholic Religious Against Trafficking in Humans), was launched at Academy of Mary Immaculate, Fitzroy. Year 6 students **Maren, Theresa** and **Leah** from **St Pius X School, Heidelberg West**, reported on the launch and how schools can make simple choices to change the lives of enslaved people.

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Sr Louise highlighted that there are an estimated 40.5 million people globally who are enslaved. We were so shocked to hear about this statistic and very saddened by it.

99



We were so surprised to learn about the statistics of people experiencing modern slavery or slavery-like conditions. It is even more alarming that a large number are women and one in four are children, and that slavery is involved in the production of some of the world's supply of coffee, tea and chocolate. The impact this has on communities is that people's human dignity and rights are being taken away.

Together with students from **Aquinas College, Ringwood**, students from our school gathered at **Academy of Mary Immaculate, Fitzroy**, for the launch of the resource kit 'Make Your School Slavery-free'. Archbishop of Melbourne Peter A Comensoli and ACRATH co-founder Sr Louise Cleary CSB were there to speak about this important cause. During the Mass, Archbishop Peter's homily reflected on the strong links with social justice and promoting compassion to the less fortunate. It was an important message we hope to share with the wider community.

Sr Louise highlighted that there are an estimated 40.5 million people globally who are enslaved. We were so shocked to hear about this statistic and very saddened by it. With a high percentage being women and children, we pray and hope for a world of peace where all may be given basic human rights.

To help stop modern slavery, we can make a difference by deciding to buy only products certified slavery-free. By using the resource kit, we can educate ourselves and others to think about how our actions can have a positive impact to eradicate child labour, forced labour and human trafficking around the world. It can begin at school by creating a slavery-free staffroom and ensuring all products like coffee, tea and chocolate are sourced responsibly, and that the workers supplying them are treated fairly. ✦

The show must go on

Although the exhibition wasn't open to the public, a digital experience of the **2020 Creative Arts Exhibition** featuring the artwork and 360-degree images of the installation is now available:

[CLICK TO VIEW ONLINE](#)

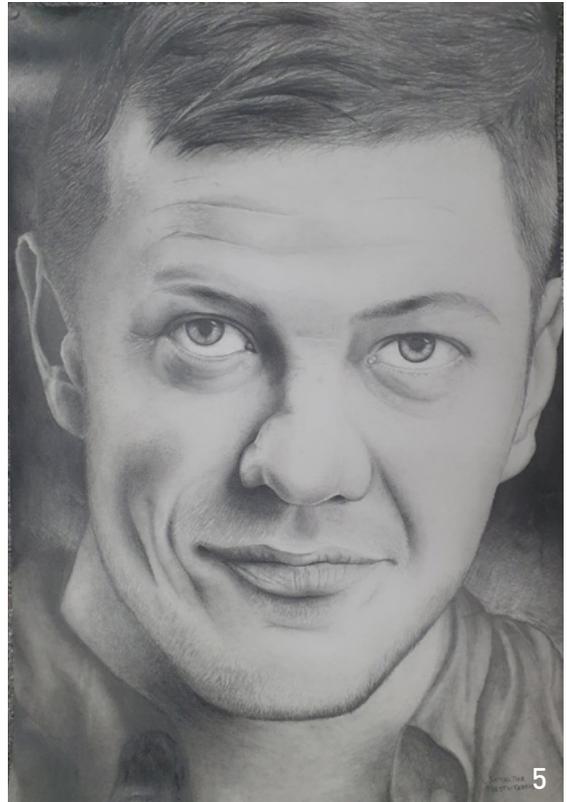
Formerly known as the Visual Arts Exhibition, the changed name reflects the increased diversity of media being used by our students. Over 600 entries were selected for this year's exhibition covering drawings, photographs, paintings, sculptures, video, mixed media and more.

Inspiration comes from many sources. Michael and Adrian from **St Monica's School, Footscray**, primary school winners of the Archbishop of Melbourne's Award for Religious Art, explain how art can have so much more going on underneath. 'Our artwork shows the wise men on their journey to baby Jesus, and the message behind our art is that you have to work hard to accomplish your goal.'

The award-winning short film by Harold from **Our Lady Help of Christians School, Eltham**, is directly connected to the classroom. His film, *Legends of Litter*, was a response to the school's 'Flushed Away' unit on protecting the health of local waterways. Elena from **Our Lady of the Sacred Heart College, Bentleigh**, drew inspiration from 20th century American sculptor Alexander Calder to create a wire sculpture that responded to the air currents of the surrounding environment.



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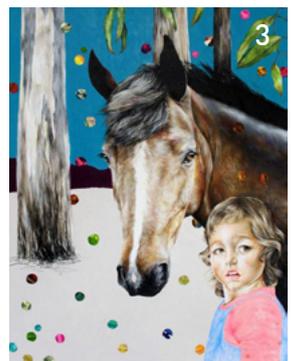
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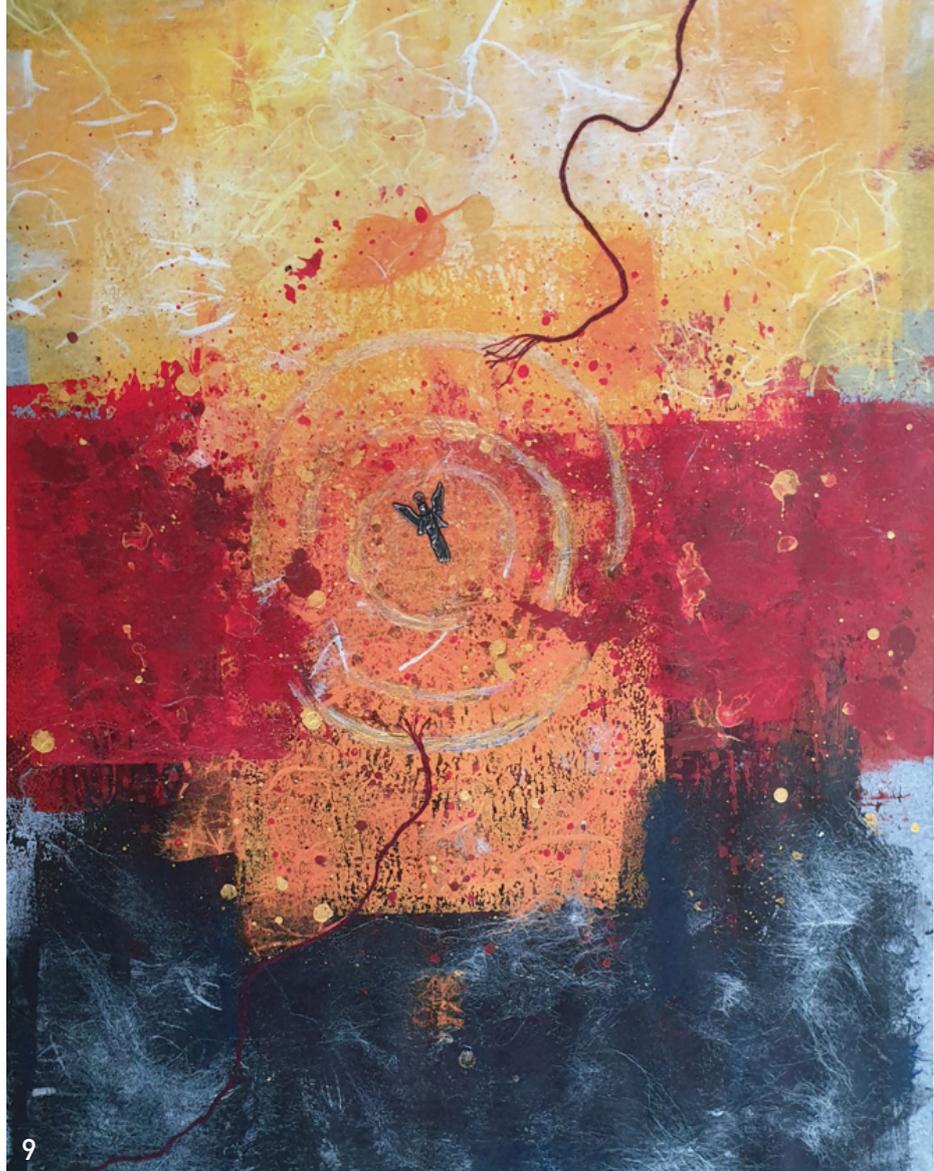
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Congratulations to all students who had artwork selected for the Creative Arts Exhibition and to those who have been acknowledged with an award:

- **Archbishop's Award for Religious Art (Primary):** Michael Dinh and Adrian Doan, St Monica's School, Footscray [1]
- **Archbishop's Award for Religious Art (Secondary):** Michaela Gatt, Caroline Chisholm Catholic College, Braybrook [9]
- **Australian Catholic University Social Justice Award (Primary):** Years 3 and 4 collaboration, Our Lady Help of Christians School, Eltham
- **Australian Catholic University Social Justice Award (Secondary):** Angela Torcasio, Sacred Heart Girls' College, Oakleigh
- **Catholic Education Week Year 12 Award:** Alana Lacy, St Aloysius College, North Melbourne [3]
- **Creative Arts Catalogue Cover 2020:** Roman Paulo, St Anthony's School, Melton South
- **Creative Arts Committee Award (Primary):** Cynric Renjith, Our Lady of Fatima School, Rosebud [2]
- **Creative Arts Committee Award (Secondary):** Elena Pilo Boyl Di Putifigari, Our Lady of the Sacred Heart College, Bentleigh [7]
- **Executive Director's Acquisition Award:** Rose Ree, Mount St Joseph Girls' College, Altona
- **Film Excellence Award (Primary):** Harold Noonan, Our Lady Help of Christians School, Eltham
- **Film Excellence Award (Secondary):** Sarah Jones, Padua College, Mornington
- **Melbourne Museum Still Life Award:** Isobel Campbell, St Anne's School, Sunbury [8]
- **National Gallery of Victoria Award for Creativity (Primary):** Edie Shore, St Mary's School, Hampton
- **National Gallery of Victoria Award for Creativity (Secondary):** Flora Kelly, Loreto Mandeville Hall, Toorak
- **People's Choice Award (Primary):** Nicole Kihumba, Mother of God School, Ardeer
- **People's Choice Award (Secondary):** Katia Pietrolungo, Ave Maria College, Aberfeldie
- **Portraiture Award (Primary):** Reaiah Gatdula, St Peter Apostle School, Hoppers Crossing [6]
- **Portraiture Award (Secondary):** Samantha Presti-Farkas, Emmaus College, Vermont South [5]
- **Royal Botanic Gardens Inspired by Nature Award (Primary):** Mikayla Sangalang, Our Lady of the Way School, Kingsbury
- **Royal Botanic Gardens Inspired by Nature Award (Secondary):** Ella Jorgensen, Sacre Coeur, Glen Iris [4]
- **Scienceworks Inspired by STEM Award:** Years 5 and 6 collaboration, Our Holy Redeemer School, Surrey Hills
- **Zart Art Award (Primary):** Years 3, 4, 5 and 6 collaboration, St Anthony's School, Melton South
- **Zart Art Award (Secondary):** Vittoria Cugno, St Monica's College, Epping.

What is your role in supporting learning at home?

By Catholic School Parents Victoria

As we move into a new way of learning, priorities have shifted to engaging families in the process. While teachers have extensively prepared over the past weeks to provide online learning, the role of parents is equally important.

With the situation unfolding, we have seen many comments about parents adapting to having children at home and assuming various roles to support their learning. Some say it's an ideal time to do things together and learn in different ways.

Children will need to have some routine and connect with their school learning. This is especially true where parents are now working from home and juggling that with children's learning. Educators should work with parents to engage in learning, support children and keep life as normal as possible.

To help parents understand their changing focus in guiding learning, we've outlined the roles they might play based on those depicted in the Global Family Research Project's [Joining together to create a bold vision for next generation family engagement](#):

Partners with educators: Now, more than ever, we need to work as partners. Two-way communication with the school is critical to help parents support their children to reach learning goals.

Path builder and co-creator: Parents can create opportunities for learning by asking questions. As parents know their children well, they are able to suggest ideas for learning activities that suit their interests, making it easier to motivate them to complete set tasks.

Adviser, monitor, coach: Advising is helpful if children have a question, while monitoring is about keeping them on track and supervising online learning. Coaching is an effective way to encourage children to talk about their learning, explore ideas, and prompt critical and creative thinking.

Negotiator and connector: Negotiate when learning happens with your children and their teachers. Connect learning at home with learning at school and highlight these connections, so children can see the link between life and education.

Co-learner: As parents will be learning alongside their children, they can ask questions and enable children to be teachers. This will enhance student-led or independent learning, allowing them to seek assistance if needed.

Networker and community builder: Our homes are our first communities, so should be nurtured. Patience will be tested and routines adapted, but parents have support networks through friends, relatives and colleagues, as well as their children's teachers.

Volunteer and leader: Parents are effectively volunteering to support learning at home, but it's important to acknowledge that many already do this. Leading by example in how we manage will have a huge impact on children, as they observe their parents become more resilient.

Advocate: Sharing feedback with teachers to work through solutions is essential. Conversations about learning at home or areas for improvement will be more useful than struggling or feeling frustrated. Working together will make your children's experience more rewarding.

The many roles that parents take on need to be supported during this time. It is critical that communication and understanding with a focus on wellbeing are maintained, and that we aim to work in partnership for the benefit of our children. ✦

How informed are you when it comes to supporting your child's learning?

Catholic School Parents Victoria are a team of passionate parents of children in primary and secondary Catholic schools. As volunteer delegates we contribute parent perspective in education at a system, state and national level under the pillars of Parent Engagement and Parent Leadership in:



We achieve this through establishing relationships with critical partners in education, sourcing parent feedback via school representatives and CSPV parent forums, writing submissions for government and other bodies.

CSPV promotes Catholic education, parent engagement and parent leadership through forums and workshops, committees and policy development groups as well as communication with parents and schools.

CSPV invite you to subscribe to our newsletter, follow our Facebook page, visit our website or enquire about becoming a council delegate so you can be more informed to support children through Catholic education.

Visit www.cspv.catholic.edu.au/join-us or contact our Executive Officer on 03 9267 0458.



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Learning to listen

Karen Bergin, principal of **St Peter's School, Sunshine South West**, shares her thoughts about leading a faith community committed to quality teaching and learning, and the important role that families have as first educators.

What does a Catholic educator require?

It's all about having passion and faith. As we head into the future, we need to look to the people who are important to us and their example of how to be the best we can be. It's about knowing the charism of the community and bringing it to life. Every community is different and it's important for a Catholic educator to build on what is significant to their community. It's knowing what the foundation of their faith is beyond the gospel values.

I have so much admiration for the passion of our teachers. The way they can juggle the needs of individual students and families is a rare talent, and the wider community doesn't always get to see what a gift this is.

What do you like about working in a Catholic school?

I love the camaraderie. Some people say that Catholic education is really small and everyone knows each other, and I think that's one of our strengths. I know people in dioceses around Victoria and Australia, and it's a blessing that we can be professionally connected with so many people in so many different ways.

I really like the support of colleagues, and the opportunity to educate and work with families on their faith journey, as well as learning about other people's faith. I've learned so much about my own faith by being in dialogue with our families.

What are the greatest opportunities for families today?

Parents have always been the first educator, so it's about helping them to have that voice and see in themselves their ability to educate. Parents know what their children need. When it comes to working with our families, we've learned to listen and not always be the one doing the talking. We have two ears and one mouth for a reason. We're asking families what they need from the school.

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We need to look to the people who are important to us and their example of how to be the best we can be. It's about knowing the charism of the community and bringing it to life.

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We've had Chromebooks available for every student for the last few years, so families can be engaged in their children's learning as much or as little as they want. Some families are more engaged than others for various reasons, but the opportunities are now there. Having greater access to technology and online learning makes a huge difference.

What are your hopes for the future?

My hope for members of the school community is that they continue to learn and can be the best they can be. I know that's the hope for all of us but, for my community, I hope we can continue to listen and give students what they need to enter the world and be successful in whatever way success looks like to them. ✦



Learning for today, tomorrow and beyond

Several schools have begun 2020 with new, flexible and dynamic spaces to support the needs of 21st century learning environments.

A refurbishment at **St Mark's School, Fawkner**, has transformed the school's junior learning area and staff facilities into a new space to promote collaboration for students and teachers alike. With a plaque unveiled by Senator for Victoria, James Paterson, and a blessing by Bishop Terry Curtin, the school's new facilities are ready to use. Communal spaces allow for greater collaboration and different learning styles. In addition to \$1.5 million from the federal government, the school benefited from its parent community who has given time and energy to the project.

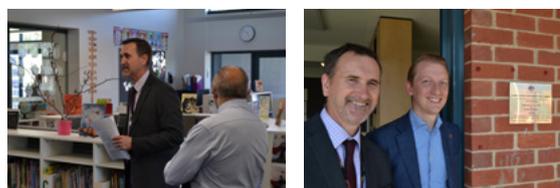
'Our parents have been participating in working bees, helping to move resources and furniture, and doing everything to make it happen', said Principal Peter Wilson. 'Our parents are the first educators of our students, and it's important for us to work in partnership with them.'

At **St Monica's College, Epping**, the new Learning and Teaching Centre brings the latest learning and teaching capabilities to the senior campus. The building features three levels of flexible learning spaces, a student lounge, IT touchdown spaces and an outdoor terrace learning space. The centre is linked by an airbridge to the existing main building, allowing students and staff to move between buildings in comfort. Extensive landscaping around the centre provides student relaxation zones, as well as an outdoor learning area.



“ We are committed to providing our Monicans with the best possible learning opportunities, and I have already noted the genuine excitement of students and staff using this wonderful new centre. ”

Principal Brian Hanley said the centre is all about providing the best facilities for students and staff. 'This building strengthens our position as a school of educational enterprise. We are committed to providing our Monicans with the best possible learning opportunities, and I have already noted the genuine excitement of students and staff using this wonderful new centre.'



“ ”
Above and below left: St Mark's School
Below: St Monica's College

Walk to School winners

St Peter's School, Bentleigh East, was declared the winner of the 2019 Walk to School program for the south-eastern region. VicHealth recently released the results of last October's program, with St Peter's one of only four winning schools across Victoria. ✦



New building at Antonine College

Antonine College, Pascoe Vale South, started the year with a new school building. Located at the college's St Joseph Campus, the building houses six new classrooms, as well as a new library. This work represents an exciting time in the history of the college, which is able to provide fantastic facilities for students and staff now and into the future. ✦



Safer Internet Day

As part of its commitment to student safety, **St Paul's School, Coburg**, held internet safety sessions with all year levels for Safer Internet Day on 11 February. This included conversations and drawing activities for the younger students, with class discussions and videos about personal information and cybersafe strategies for the senior students. ✦

Faith, hope and unity

In February, a new statue of Mary was installed on the grounds of **Holy Trinity Catholic Primary School, Sunbury**. In the spirit of the school's motto of faith, hope and unity, the wooden statue depicts Mary with her hands held open to welcome all into the community. ✦



Bushfire artwork

Students from **St Peter's School, Clayton**, **St Mary's School, St Kilda East**, and **St Joseph's School, Chelsea**, responded to Australia's bushfire tragedy through art. The artworks depict the fires, but also include personal messages of gratitude, support, love and care for those impacted.



One of the learning intentions was for students to gain insight into the hardship and devastation faced by members of the communities, as well as the natural environments. ✦





Ash Wednesday

Ash Wednesday was celebrated on 26 February, marking the beginning of Lent for Catholics around the world. In response to the devastating bushfires in Australia, the community at **St James the Apostle School, Hoppers Crossing North**, combined the burning of last year's palms with a fundraiser for the St Vincent de Paul Society's bushfire appeal and raised \$400. ✦



Project Compassion: Go Further Together

The launch of Caritas Australia's 2020 Project Compassion campaign was held on Tuesday 25 February at **Catholic Regional College, Caroline Springs**. Archbishop Peter A Comensoli, with representatives from Caritas and a number of Melbourne's Catholic schools, launched this year's Lenten fundraising and awareness-raising appeal, themed 'Go Further Together'. ✦



Australia Day honour for Catholic principal

Former Catholic school principal Julie Ryan was awarded the Medal of the Order of Australia (OAM) for service to secondary education in the 2020 Australia Day Honours. Ms Ryan was principal of **Our Lady of Mercy College, Heidelberg**, from 2005 to 2017 and **St Columba's College, Essendon**, from 2000 to 2004. ✦



Celestial wonders

Ten students from **St Margaret Mary's School, Spotswood**, were invited to meet *Cosmos: Possible Worlds* presenter Neil deGrasse Tyson to learn about space while filming promotional content for the TV program. Shot at Scienceworks in Spotswood under the 16-metre full-dome video-projection ceiling, the unique immersive environment was the perfect backdrop for the students to explore questions about the universe. ✦



40 years of Loyola College

In February, **Loyola College, Watsonia**, celebrated its 40th anniversary with a Mass at St Patrick's Cathedral led by Archbishop Peter A Comensoli. In his homily, the Archbishop spoke about being Christ in the world, drawing attention to each person's mission to live out this year's college theme: head, heart and hands. It was a wonderful occasion for the entire college community as they celebrated this important milestone in the school's history. ✦



Top Screen

Hugo Di Mattina from **Xavier College, Kew**, was named runner-up at the Top Screen 2020 presentations for his fantasy film *Tamagotchi*. Joining Hugo in the short list of student filmmakers were Siena Bonnici (**Our Lady of Sion College, Box Hill**), Kate Keenan (**Our Lady of Mercy College, Heidelberg**), Angus Molden (**St Kevin's College, Toorak**), Jeremy Njegac (**St Bernard's College, Essendon**) and William Penfold (**St Kevin's College, Toorak**). ✦



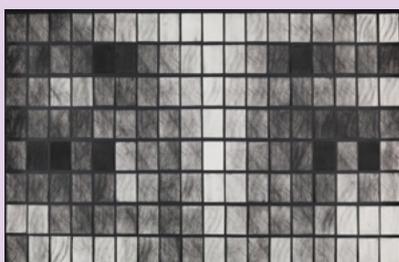
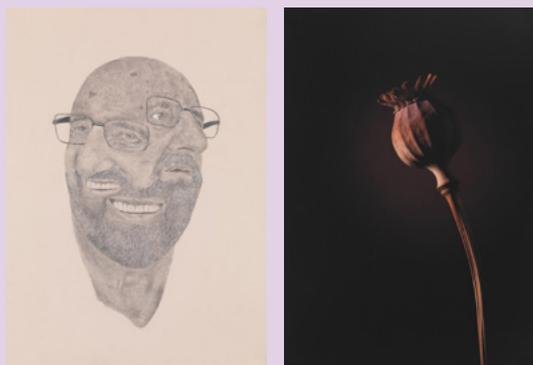
Shining a spotlight on art

Towards the end of 2019, students at **Our Lady Help of Christians School, Brunswick East**, created whole-class art pieces for display around the school grounds. Leading up to the creation of their artwork, students examined the works of public artists to build confidence in using different techniques such as stencils and spray-paint. The school also welcomed local artists, including a parent, to work through some ideas with the students. ✦



Top Arts

The Top Arts 2020 exhibition opened on the National Gallery of Victoria's website in March. Melbourne's Catholic schools were well-represented, with works by Nicholas Burgos (**Mazenod College, Mulgrave**), Lucinda Campbell (**Sacré Coeur, Glen Iris**), Jack Hewish (**Marcellin College, Bulleen**), Monica Jagic (**Siena College, Camberwell**), Matt McLean (**Padua College, Mornington**), Juliana Neild (**Presentation College, Windsor**), Angelo Ooi (**Xavier College, Kew**) and Kiara White (**Aquinas College, Ringwood**). ✦



Father James Wall Bursary

The Father James Wall Bursary recognises the achievements of Year 10 Catholic school students who demonstrate leadership potential. Congratulations to this year's Melbourne winners: Laura Galati (**Catholic Ladies' College, Eltham**), Mia Jones (**Our Lady of the Sacred Heart College, Bentleigh**), Augustine Morris (**Catholic Regional College, St Albans**) and Francesca Perri (**Academy of Mary Immaculate, Fitzroy**). At a ceremony held in March, each student received a \$4,000 cheque to assist with school expenses during their final years. ✦



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